

Term Information

Effective Term Spring 2026
[Previous Value](#) [Autumn 2016](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Submitting SocWork 3597 for approval as a GE Health & Wellbeing theme.

What is the rationale for the proposed change(s)?

Increase GE course offerings for OSU students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The College of Social Work has instructional faculty available to teach this class both in-person (P) and fully distance learning (DL) online, including full-term and partial-session offerings.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	3597
Course Title	Adolescent Sexual Health, Sexuality, and Parenthood: A Global Perspective
Previous Value	Adolescent Parenthood and Sexuality: An International Perspective
Transcript Abbreviation	Adolesc Parenthood
Previous Value	Adlesent Parenthd
Course Description	This course is designed to provide a broad understanding of the biological, psychosocial, and cultural forces that influence adolescent sexual health, sexuality, and family formation decisions. International comparisons will be emphasized with respect to teenage sexual trends and national policies and programs designed to control adolescent and young adult sexual adaptations and fertility.
Previous Value	Examination of the biological, psychosocial and cultural forces that influence adolescent sexual behaviors. International comparisons will be emphasized with respect to teenage sexual trends and national policies and programs.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: Jr or Sr standing.

Exclusions

Previous Value

Not open to students with credit for 597. Not open to MSW students.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

44.0701

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Previous Value

Junior, Senior

Requirement/Elective Designation

General Education course:

Cross-Disciplinary Seminar (597 successors and new); Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Understand biological, psychological and sociocultural theories about forces shaping adolescent sexual activity and parenting decisions.
- 2. Develop sensitivity to ethnic, cultural, religious, spiritual and family cultures as they influence attitudes regarding adolescent sexual behavior.
- 3. Understand the value assumptions and objectives underlying programs and governmental policies pertaining to adolescent sexual health, sexuality, and parenthood.
- 4. Demonstrate awareness about available social programs, governmental resources, and technology in the United States and other nations for addressing problems and consequences of adolescent sexual behavior.
- 5. Become knowledgeable about various source materials for information concerning adolescent sexual health, sexuality, and parenthood data in the United States and around the world.
- 6. Respect the privacy, autonomy, and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.
- 7. Demonstrate competence in understanding, analyzing, and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals and well-being.
- 8. Explore and gain an understanding of the role of various media and technology on influencing sexual expectations and activities in adolescents.

Previous Value

- *Understand the interplay of biological, psychosocial and cultural forces shaping adolescent sexual activity and parenting decisions.*
- *Develop sensitivity to ethnic, cultural, religious and family cultures as they influence attitudes and mores regarding adolescent sexual behavior.*
- *Appreciate the value assumptions and objectives underlying programs and governmental policies for dealing with teenage sexuality and parenthood in keeping with social work practice guidelines.*
- *Know about available social programs and governmental resources in the United States and other nations for dealing with problems and consequences of teenage sexual behavior.*
- *Become knowledgeable about various source materials for getting information concerning teenage sexual and parenthood data in the United States and international settings.*
- *Respect the privacy, autonomy, and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.*
- *Demonstrate competence in understanding, analyzing and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals.*
- *Explore and gain an understanding of the role of various media on influencing sexual expectations and activities in adolescents.*

Content Topic List

- Week One: Introduction: Adolescent Sexuality
- Week 2: History of Sexuality Around the World
- Week 3: Sexuality Theories and Research
- Week 4: The Biology of Sexual Development from Birth through Adolescence Gender Development, Gender Roles, and Gender Identity
- Week 5: Sexual Orientation
- Week 6: Male Sexual Anatomy and Physiology
- Week 7: Female Sexual Anatomy and Physiology
- Week 8: Birth Control Methods; Past, Present and Future
- Week 9: Pregnancy and Delivery
- Week 10: Love and Intimacy
Parenting
- Week 11: Sexually Transmitted Infections
- Week 12: Varieties of Sexual Expression
Sexual Predators and Human Trafficking
- Week 13: Media and Sex
- Week 14: A Global Snapshot of Teen Pregnancy
- Finals Week: Course Wrap-Up and Final Exam

Previous Value

- *Overview of Teen Pregnancy and Parenting*
- *International Perspectives on Reproductive Behavior*
- *Risk and Protective Factors*
- *Theories of Adolescent Development*
- *Biological Development*
- *Prenatal Care & Complications of Teen Pregnancy*
- *Contraceptives*
- *The Politics of Birth Control*
- *Comprehensive vs. Abstinence Only Education*
- *Sexual Intelligence, Circles of Sexuality & Levels of Sexual Interaction*
- *Sexual Orientation & Gender Identity*
- *Sexually Transmitted Diseases*
- *Sexuality and the Media*
- *Teens as Parents*
- *Financial Aspects; Power and Sexual Coercion; Sexuality Laws*

Sought Concurrence

No

COURSE CHANGE REQUEST
3597 - Status: PENDING

Last Updated: Karandikar,Sharvari
10/02/2025

Attachments

- SOCWORK 3597 Syllabus_Health Wellbeing Theme Submission - as of 04.21.2025.docx
(Syllabus. Owner: Wenning,Alex)
- GE Health and Wellbeing Submission Form-3.24.2025.docx: GE Health & Well-Being
(Other Supporting Documentation. Owner: Wenning,Alex)
- SWK 3597 Syllabus_Health Wellbeing Theme Approved Syllabus.docx: Updated/Final
(Syllabus. Owner: Wenning,Alex)

Comments

- Please see feedback email sent to the unit 09-26-2025 RLS (by Steele,Rachel Lea on 09/26/2025 10:46 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wenning,Alex	04/22/2025 02:53 PM	Submitted for Approval
Approved	Babcock,Jennie R	04/22/2025 05:42 PM	Unit Approval
Approved	Karandikar,Sharvari	05/14/2025 02:11 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/26/2025 10:46 AM	ASCCAO Approval
Submitted	Wenning,Alex	10/01/2025 10:27 PM	Submitted for Approval
Approved	Babcock,Jennie R	10/02/2025 12:54 PM	Unit Approval
Approved	Karandikar,Sharvari	10/02/2025 05:04 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/02/2025 05:04 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Social Work 3597
Adolescent Sexual Health, Sexuality and Parenthood: A Global Perspective
Spring Semester 2026
3 credit hours
Prerequisites: None

Instructor:
Email:
Office Hours:

MODE OF DELIVERY

This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen or Zoom at a scheduled time.

COURSE DESCRIPTION

This course is designed to provide a broad understanding of the biological, psychosocial, and cultural forces that influence adolescent sexual health, sexuality, and family formation decisions. International comparisons will be emphasized with respect to teenage sexual trends and national policies and programs designed to control adolescent and young adult sexual adaptations and fertility.

Social Work 3597 is an approved course in the **GEN Theme: Health & Wellbeing** category.

Goals and expected learning outcomes of all General Education Theme courses:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Goals and expected learning outcomes specific to the Health & Wellbeing Theme:

GOAL 1: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

- ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- ELO 3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

As a Health and Wellbeing theme course, Social Work 3597 explores and analyzes health and wellbeing through multiple perspectives by integrating a comprehensive curriculum on teenage sexual behavior and its consequences. Students examine the role of various media in shaping sexual expectations and activities among adolescents and analyze how socio-economic factors impact health and wellbeing by learning about social programs and governmental resources. Analysis of cultural and religious beliefs about sex offers context for attitudes and practices. The impact of technological advancements, such as social media and online platforms, on adolescent sexual behavior is examined. Weekly discussions and peer responses allow students to reflect on their own experiences, connecting academic knowledge with lived experiences. The International Perspectives Paper requires students to research and critically assess adolescent sexual health issues, policies, and program trends in a chosen country using sources from multiple disciplines. This multidisciplinary approach ensures a comprehensive understanding of health and wellbeing from various disciplinary viewpoints.

SPECIFIC COURSE OUTCOMES:

Upon satisfactory completion of this course students will:

1. Understand biological, psychological and sociocultural theories about forces shaping adolescent sexual activity and parenting decisions.
2. Develop sensitivity to ethnic, cultural, religious, spiritual and family cultures as they influence attitudes regarding adolescent sexual behavior.
3. Understand the value assumptions and objectives underlying programs and governmental policies pertaining to adolescent sexual health, sexuality, and parenthood.
4. Demonstrate awareness about available social programs, governmental resources, and technology in the United States and other nations for addressing problems and consequences of adolescent sexual behavior.
5. Become knowledgeable about various source materials for information concerning adolescent sexual health, sexuality, and parenthood data in the United States and around the world.
6. Respect the privacy, autonomy, and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.
7. Demonstrate competence in understanding, analyzing, and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals and wellbeing.
8. Explore and gain an understanding of the role of various media and technology on influencing sexual expectations and activities in adolescents.

METHOD OF INSTRUCTION:

Methods of instruction will include online course modules, videos, discussion boards, & case analysis activities. Online classroom experiences are designed to enhance the student's ability to think critically about concepts and apply learned principles to ethical practice problems as well as matters of policy.

COURSE EXPECTATIONS:

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through

papers, examinations, and the instructor's judgment of the quality of participation and contribution to class learning through online discussion posts by each student.

PARTICIPATION:

Our class instruction relies heavily on active learning and is designed to encourage student participation. A high level of participation in each week's class discussion is essential for us to function as a community of interdisciplinary learners and is necessary to achieve the expected outcomes of this course. Classes are communities that provide all students the opportunity to learn in a supportive, friendly, and comfortable environment. Please review these guidelines for your post:

1. Be respectful and courteous in your responses.
2. Be aware of cultural and ethnic differences. Avoid unexplained references that may not be understood or cause feelings of exclusion.
3. Always enter a subject line for each posting so that the flow of conversation can be understood.
4. Make your posts not too short but not too long. Try to keep your posts to a minimum of 100 words and a maximum of 300.
5. If you are responding to another's post, be sure to quote the original post, sentence, or paragraph in your post so we can know to what you are responding rather than relying on memory or having to shift back and forth from original posts.
6. Use spell check and proper grammar.
7. Always review your post before you hit send.
8. Remember: what is posted is recorded and graded.

Students are expected to complete all weekly class components (Introduction, Objectives, Tasks; Coursework; Class Discussion; Checkpoint and Weekly Wrap-Up) and to read all the assigned works. Each week's components will open at 12:01am on the Sunday of that week and will close at 11:59pm on the following Saturday.

If you have questions or concerns, please communicate with me. I take my role as an educator very seriously and am willing to work hard to be successful; I expect the same from each of you. **Late discussion postings/replies will not be accepted without prior approval.**

REQUIRED TEXT:

Carroll, J. (2025). *Sexuality Now: Embracing Diversity* (7th ed). Belmont, CA: Cengage

All additional readings and videos are embedded in the Carmen course modules.

COURSE GRADES:

Course grades will be determined according to the following percentage breakdown:

1. 30 % International Perspective Paper
 2. 10 % Movie Review
 3. 20 % Discussions
 4. 20 % Mid-term Exam
 5. 20 % Final Exam
- 100%

GRADING SCALE:

93 - 100 (A)	80 - 82.9 (B-)	67 – 69.9 (D+)
90 - 92.9 (A-)	77 - 79.9 (C+)	60 – 66.9 (D)
87 - 89.9 (B+)	73 – 76.9 (C)	Below 60 (E)
83 - 86.9 (B)	70 – 72.9 (C-)	

ASSIGNMENT INSTRUCTIONS (please see detailed guidelines at the end of the syllabus):

Discussion: (20% Total Grade; assesses GE Expected Learning Outcomes 1.1, 1.2, 2.1, 2.2, 3.1 and 3.2 and Specific Course Outcomes 1 – 8)

Most weeks have a discussion topic. Please post your original post to the discussion by Friday of each week. If a Peer Exchange is required, you must post a reply to another student by Saturday at 11:59 pm of the week. Discussions will be assigned 4 points per week. 3 pts assigned to quality and relevance of the original post, 1 pt. for your peer exchange (rubric provided in course). Please follow the discussion rules listed above and please understand that discussions are meant to extend our learning, so be thorough and thoughtful in your posts! Introduce your major in the first discussion post so you and your classmates begin to gain awareness of each other's disciplinary perspectives!

Midterm and Final Exam: (20% Total Grade Midterm; 20% Total Grade Final; exams assess GE Expected Learning Outcome 1.1 and Specific Course Outcomes 1 -8)

There will be one midterm exam and one final exam. Both exams are comprised of multiple-choice questions. The midterm will cover material included in online lectures, videos, speakers and readings from Weeks 1-6. The final will cover material included as listed above for Weeks 7-14. Students will have one attempt to complete the exams during the open period. An ungraded end-of-course survey will also be part of the final exam.

- Midterm Exam Due: Week 6 – Saturday@ 11:59 pm
- Final Exam Due: Finals Week - Saturday@ 11:59 pm

Written Assignments: There will be two written assignments for this course.

- 1. Movie Review Assignment - Due: Week 10;** 30 points/10% of final grade; assesses GE Expected Learning Outcome 1.1 and 2.1 and Specific Course Outcomes 1, 2 & 5)

Overview and Directions:

Students will select and watch a movie that depicts an adolescent becoming a parent from the approved list below and write a 4–5-page paper analyzing the impact on the mother, child and family. Please use the course readings and materials on adolescent development, parenting, and child development to inform your discussion, and use your understanding of the content to address the following points.

Movie Choices:

- Movies choices are updated each term

Points to Address:

1. Incorporating the readings and other course materials, discuss how being a young and single mother impacted the main character (teen mother) in the movie selected. Provide five examples of how the teen mother is impacted by the pregnancy and five separate examples of how the family was impacted by the pregnancy.
2. Discuss what you have learned from your course materials about the biology of adolescent pregnancy versus adult pregnancy and relate this knowledge to the adolescent mother's situation.
3. Incorporating the readings and other course materials, identify, discuss and reflect on how this movie mirrors the issues and challenges that adolescent parents and their children face today.
4. **Remember to use and properly cite** the course readings and materials on adolescent development and parenting and child development for this review.

Paper Requirements

Please follow the requirements below for your movie review:

1. 4-5 pages in length (not including title and reference page)
2. 12-point font and double-spaced
3. 1" margins
4. APA Format

2. **International Perspective Paper - Due: Week 14;** 45 points/30% of final grade; assesses GE Expected Learning Outcomes 1.1, 1.2, 2.1, 3.1 and 3.2 and Specific Course Objectives 1 – 5 & 7)

Overview

The International Perspective Paper requires students to research current articles on a country of their choice (*other than the United States*) in order to investigate major issues, policy and program trends regarding one of the topics listed below. The 6–7-page paper should critically examine various approaches to social service and health programs for your chosen topic from a cultural, socio-economic, and political context and be well supported with peer reviewed articles from more than one field of study.

Topic Choices

1. Birth Control
2. Abortion
3. Adolescent Pregnancy
4. Sexually Transmitted Infections
5. Gender Identity
6. Other topics with permission of the instructor

Paper Requirements

Please follow the requirements below:

1. Your paper should critically examine various approaches to social service and health programs for your chosen topic from a cultural, socio-economic, and political context.
 - What are the major issues regarding your chosen topic? Provide relevant statistics as you identify these issues. Write in depth on the issues at play here.

- Discuss cultural perspectives of your chosen topic (e.g., perceptions of abortion, birth control, etc.). You may choose to write about the influence of religion, economics, gender roles, political or other cultural influences here.
 - Identify and discuss the country's policies regarding your chosen topic.
 - Discuss the country's social service and health programs that address your chosen topic.
 - What are the benefits and limitations of these social service and health programs?
2. Use at least 5 article sources
 - 4 must be peer-reviewed
 - If you're unsure what qualifies for peer-reviewed, please consult with OSU libraries: <https://library.osu.edu/>.
 - The chosen articles should represent perspectives from more than one field of study (psychology, biology, social work, sociology, etc.)
 3. Video Sources are optional; if used provide URL
 4. 6-7 pages in length (not including the title or reference pages)
 5. APA format
 - Here is a link to information on APA:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 6. 12-point font and double-spaced

Policies for both Assignments:

Late assignments will not be accepted unless prearranged with instructor. If accepted, late assignments will receive a deduction of 4 points per day or partial day the assignment is late – so don't be late!

Due Dates at a Glance – Assignments and Exams	
Midterm Examination	Due: - Saturday, Week 6 @ 11:59 pm
Movie Review	Due: - Saturday, Week 10 @ 11:59 pm
International Perspective Paper	Due: - Saturday, Week 14 @ 11:59 pm
Final Examination	Due: - Saturday, Finals Week @ 11:59 pm

Course Overview:

Week One: Introduction: Adolescent Sexuality

Objectives:

- Review the course and syllabus
- Introduce ourselves across cyberspace and build our on-line community.
- Differentiate adolescent sexuality from multiple worldviews

Tasks:

1. Read the Start Here module located in the Coursework section.
2. Read and review the Syllabus located in syllabus tab.
3. Read and review the lecture notes and videos located in the Carmen Coursework section.
4. Read Miller article titled "Uneasy Promises: Sexuality, Health and Human Rights
5. **Participate in the introduction discussion located in the Class Discussion area.**
Let's meet each other this week! After watching the documentary "Let's Talk About Sex", please post an introduction that includes the following:
 - Name and Major
 - Pronouns (optional)
 - Something interesting about yourself that you might share to start a conversation.
 - Upload a picture of yourself or something that will help us get to know you better (pet, hobby, etc.).
 - Describe your "take-away(s)" from the video. What did you find most surprising or interesting or what did you learn that was new to you?
 - Respond to at least 2 postings made by other students. This is a terrific way to get to know each other and begin fostering collaborations online.
 - Consider using the media tool to introduce yourself using video and/or audio. This is also a terrific way to "see" and meet each other.
6. Review upcoming required assignments located in the Checkpoint area.

Week 2: History of Sexuality Around the World

Objectives:

- Explore human sexuality through history and by culture.
- Construct a history of American and global sexuality.
- Identify how past sexual beliefs have impacted present day sexual health and well-being.

Tasks:

1. Read **Chapter 1** from the text.
2. Read the lecture notes located in the Carmen Coursework section.
3. **Participate in the class discussion:** For our discussion this week, we are going to compare beliefs of the past to beliefs of the present regarding sex. Reflecting on your readings, post three past attitudes or beliefs regarding sex that you think strongly impact present day beliefs regarding sexual health and wellbeing. Please provide a rationale (after each belief you list) as to why you believe this is.

Week 3: Sexuality Theories and Research

Objectives:

- Define the multiple theories that are used to describe sexuality development.
- Describe the topics studied and methods used by notable researchers across cultures.
- Develop a deeper understanding of Alfred Kinsey and the impact of his research.

Tasks:

1. Read **Chapter 2** from your text.

2. Read Erol, Ali, Cuklanz, & Lisa article titled “Queer Theory and Feminist Methods: A Review.”
3. Read the lecture notes and watch the video provided in the Coursework section.
4. **Participate in the class discussion:** Now that we have examined sexuality research from Kinsey and Masters and Johnson, let's look at how this research brought us from sex as a topic rarely discussed to multiple broadcasts/TV shows focused on sex. Let's ponder different broadcasts such as Dr. Ruth, The Sex Education Show on MTV, and Talk Sex. I bet you can think of many more. After what you have learned this week and with these shows in mind, please reflect on and answer the following questions:
 - What is your stance about sex education and/or talk shows on TV – do you think they are appropriate for TV?
 - Do they go too far or not far enough?
 - Do you think these programs provide useful information for viewers?

Week 4: The Biology of Sexual Development from Birth through Adolescence Gender Development, Gender Roles, and Gender Identity

Objectives:

- Describe stages of sexual development for age progressive stages from birth through adolescence.
- Outline age-appropriate sex education with a child's developmental stage.
- Compare biological sex education to abstinence-only education.
- Develop awareness of sexuality education around the world.
- Describe gender identity and how this is shaped by society and culture.
- Develop knowledge of gender role theory
- Become aware of gender diversity in other cultures

Tasks:

1. Read **Chapters 4 and 8** in your textbook.
2. Read Budow article titled “U.S. Supreme Court Rules That Title VII Protects Sexual Orientation and Gender Identify.”
3. **Participate in the class discussion.** During our course we have discussed sex and adolescence, the history of sex, sexuality research, and sexual development from birth through adolescence. Throughout these topics, understanding the theories about sexuality can help us process the information given. For this week, please pick a sexuality theory (**no biological or Freudian please**) and provide the following information:
 - Briefly explain the basics of your chosen theory
 - Based on what you have learned so far from the course materials, explain why you do or do not think this is a credible theory

Do you need a quick review of theories available? Here you go: ***Psychoanalytic Theory - Social Learning Theory - Cognitive Theory - Humanistic Theory - Behavioral Theory - Evolutionary Theory - Sociological Theory - Feminist Theory - and Queer Theory.***

4. Read the lecture notes located in the Coursework section.

Week 5: Sexual Orientation

Objectives:

- Analyze the various disciplinary theories that describe how sexual orientation is determined.
- Seek to put ourselves in the place of a young person undergoing gender dysphoria.
- Describe how LGBTQ+ individuals are treated globally by the church and civil law.
- Become familiar with Hate Crimes legislation.

Tasks:

1. Read **Chapter 11** of your text.
2. Read Hana, Butler, Young, Zamora & Lam article titled “Transgender health in medical education.”
3. Read the lecture notes located in the Coursework Section.
4. **Participate in the Class Discussion:**

LGBTQ+ rights is a current topic in our society and in the world. This discussion goes beyond the right to marry to encompass a broad spectrum of civil rights issues. Until the recent June 15, 2020, SCOTUS ruling (citing Title VII) it was legal to discriminate against LGBTQ+ individuals. A person could be fired, not hired, refused housing or told to move if they were LGBTQ+. Also, as states passed Hate Crime Legislation, many did not include LGBTQ+ individuals as possible victims.

Directions: For your discussion this week, please complete the following steps:

Step 1: Research and find what civil rights are in place for LGBTQ+ individuals in the state you are from, where you are living now, or perhaps where you plan to live. To do this exercise, please go to: [Human Rights Campaign: State Equality Index 2023](#)[Links to an external site.](#) and select your chosen state. The score card for the state will list information you need for this exercise. Please report where your state stands on these four areas:

- Employment
- Housing
- Gender identity markers on state-issued IDs and birth certificates
- Hate crimes

Step 2: Please read the following article from the ACLU regarding the SCOTUS ruling and include in your discussion the impact of the ruling on the LGBTQ+ community: [ACLU: What Today's Supreme Court Ruling Means for the LGBTQ Community](#)[Links to an external site.](#)

Week 6: Male Sexual Anatomy and Physiology

Objectives:

- Understand the biology and the function of the male reproductive system.
- Explain the male's role in reproduction.
- Become aware of male reproductive health concerns.
- Examine the history and cultural influences that are behind male circumcision.
- Gain an understanding of male impotency.

Tasks:

1. Read **Chapter 6** in your textbook.
2. Read Chetty-Makkan, Grund, Muchiri, Price, Latka & Charalambous article titled “High risk sexual behaviours associated with traditional beliefs about gender roles among men interested in medical male circumcision in South Africa.”
3. Read the lecture notes located in the Coursework section.

4. **Midterm Exam Due on Saturday xxx @ 11:59 p.m.** covering weeks 1-6 & located in the Checkpoint area.

Week 7: Female Sexual Anatomy and Physiology

Objectives:

- Describe the biology and function of the female reproductive system.
- Describe the female maturation cycle.
- Examine the traditional role of the female in society and the reproductive process around the world.
- Understand female circumcision and develop a sensitivity to the purpose it serves in those cultures.

Tasks:

1. Read **Chapter 5** in your textbook.
2. Read Ida & Saud article titled “Female Circumcision and the Construction of Female Sexuality: A Study of Madurese in Indonesia
3. Read the lecture content located in the Coursework section.
4. Participate in the **Class Discussion**. In all cultures there are messages regarding sexuality. For example, for centuries women in China bound their feet because tiny feet were sexually attractive to men. Japanese Geisha covered their bodies with clothes and make-up except for a small space at the nape of the neck. But what about in the United States today? For our discussion this week, please list at least two things that adolescents do in the U.S. to make themselves attractive to others. Reflect on whether this is a continuation of century old patterns or new behavior in the last decade or less.

Week 8: Birth Control Methods; Past, Present and Future

Objectives:

- Identify the different types of contraception available on the market.
- Describe the benefits and drawbacks of each type of birth control for teens.
- Recognize how each method of birth control works with the body to reduce pregnancy.
- Explore the field of male birth control.
- Understand abortion methods and laws as well as the prevalence of abortion in the U.S. and other countries.

Tasks:

1. Read **Chapter 13** in your text.
2. Read Norris AH, Chakraborty P, Lang K, Hood R, Hayford S, Keder Lisa, Bessett D, Broscoe M, Norwood C, McGowan M. “Abortion Access in Ohio’s Changing Legislative Context.”
3. Read the lecture content located in the Coursework section.
4. Read Bornstein M, Huber-Krum S, Kaloga M, Norris AH article titled “Messages around contraceptive use and implications in rural Malawi.”
5. **Participate in the Class Discussion**. This week we learned about birth control methods for prevention of pregnancy and STIs in the U.S. To help us consider the international perspective, we going to look at a vignette of a Russian teen named Larisa. After reading this vignette and gaining insight into the struggles of pregnant teens in Russia, please answer the following question:

- Russian law provides many protections for all women of childbearing age, but a very high number of teenagers become pregnant each year. Most do not give birth. Also, a very high number of teens contract STI's. Reflecting on your readings, discuss why you think this is? What might you suggest as a way to decrease the high pregnancy and disease rates?

Week 9: Pregnancy and Delivery

Objectives:

- Identify the stages of pregnancy and the development of the fetus.
- Describe the stages of birth and options for birthing.
- Define the issues specific to teens during pregnancy and birth.
- Recognize the possible challenges common to teen moms and their children.
- Describe environmental factors that impact pregnancy and delivery.
- Develop awareness of birth customs around the world.
- Recognize resources available to pregnant teens.

Tasks:

1. Read **Chapter 12** of your textbook
2. Karandikar, S., Gezinski, L.B., Carter, J.R*., & Kaloga, M article titled "Economic necessity or noble cause? A qualitative study exploring motivations for gestational surrogacy in Gujarat, India."
3. Review the lecture notes located in the Coursework section.
4. Participate in the **Class Discussion**. Our discussion this week focuses on the article below listed in our required reading. Please refresh yourself with this article and once you are ready, provide **three takeaways** from this article in your discussion response.
Article: [Karandikar, S., Gezinski, L. B., Carter, J. R., & Kaloga, M. \(2014\). Economic necessity or noble cause? A qualitative study exploring motivations for gestational surrogacy in Gujarat, India. *Affilia*, 29\(2\), 224–236. Download Karandikar, S., Gezinski, L. B., Carter, J. R., & Kaloga, M. \(2014\). Economic necessity or noble cause? A qualitative study exploring motivations for gestational surrogacy in Gujarat, India. *Affilia*, 29\(2\), 224–236.https://doi.org/10.1177/0886109913516455](https://doi.org/10.1177/0886109913516455)
5. Begin watching the selected movie located in the Checkpoint area.

Week 10: Love and Intimacy Parenting

Objectives:

- Become aware of the forms and measures of love, where love comes from, and building intimate relationships.
- Review adolescent developmental tasks.
- Describe how personal development helps individuals to become better parents.
- Compare three parenting styles and outcomes for the children.
- Examine how adolescents may or may not be ready for successful parenting.
- Demonstrate awareness of research that indicates outcomes for children of teen parents.
- Recognize societal and cultural parental pressures.

Tasks:

1. Read **Chapter 7 and 9** and the lecture notes on parenting located in the Coursework section.
2. Read Wu, Chen & Jen article titled “Emotional Intelligence and Cognitive Flexibility in the Relationship Between Parenting and Subjective Well-Being.”
3. **Movie Review Assignment is due xxx!** Submit to the dropbox located in the Checkpoint section.

Week 11: Sexually Transmitted Infections

Objectives:

- Develop awareness of the rates of sexually transmitted infections in the United States and other countries
- Recognize the symptoms for each STI.
- Explain how each disease is transferred from person to person
- Identify prevention and intervention methods for STIs.

Tasks:

1. Read **Chapter 15** of your textbook.
2. Read Toskin, Bakunina, Gerbase, Blondell, Stephenson, Baggaley, Mirandola, Aral, Holmes, Winkelmann & Kiarie article titled “A combination of behavioral and biomedical interventions for prevention of sexually transmitted infections.”
3. Read the lecture notes located in the Coursework section.
4. **Participate in the Class Discussion:** As described in many articles, STIs are a "Global Pandemic". For our discussion this week it is time to put your research skills to work! Please examine sexually transmitted illnesses in a particular country or region and provide the following information:
 - Name of country/region researched.
 - Name of STI(s) contributing to the global pandemic in this country/region.
 - Provide insight into how the STI can affect the body and the society.
 - How is this country/region working to reduce the rate of infection?
 - Please provide the url to the websites from which you retrieved information.

Week 12: Varieties of Sexual Expression
Sexual Predators and Human Trafficking

Objectives:

- Become aware of Megan’s Law.
- Understand the risk from online sexual predators
- Describe the terms and laws related to child sexual abuse and on-line sexual solicitation of minors
- Understand the risk of human trafficking in the United States and worldwide
- Define sexting
- Recognize national resources available to human trafficking and sexual assault victims.

Tasks:

1. Read **Chapters 16 & 17 and pages 505 - 516** and the lecture notes located in the Coursework section.

2. Read Kiss & Zimmerman article titled “Human trafficking and labor exploitation: Toward identifying, implementing, and evaluating effective responses”.
3. Participate in the **Class Discussion**, which focuses on the increase in online vulnerability from predators due to the explosion of different internet apps. Please respond to the following questions:
 - What are some apps you have viewed that you believe may increase the risk to children from online predators?
 - How can these apps be used inappropriately?
 - Reflect on your readings and discuss how we might decrease the potential risk to children?
4. Continue to work on the International Perspective Paper which is due Week 14.

Week 13: Media and Sex

Objectives:

- Analyze multi-disciplinary research regarding the effects of media on adolescents’ self-image and sexual behavior.
- Discuss how gender stereotypes influence adolescent self-esteem and sexuality behavior.
- Determine the relationship between high TV viewing with sexual content & youth sexual behavior.
- Evaluate the global history of using sex in advertising.
- Recognize safe media and online dating practices.

Tasks:

1. Read **Chapter 18 (pages 488 – 505)** in textbook
2. Read Gezinski, L.B., Karandikar, S., Levitt, A*, & Ghaffarian, R. Article titled “Total girlfriend experience”: Examining marketplace mythologies on sex tourism websites.”
3. Read Attwood, Barker, Boynton, & Hancock article titled “Sense about sex: media, sex advice, education and learning.”
4. Read the lecture notes located in the Coursework section
5. Participate in the **Class Discussion**, responding to the following:

This week we learned about media and sex and how this may influence or deter early sexual activity and pregnancy. As stated in the coursework section, over 70% of TV shows in 2005 included some sexual content. That was in several years ago! The U.S. has laws in place by the Federal Communications Commission to keep indecent and profane broadcasts from either running or running only during a certain time (read more about these regulations at [fcc.gov Download fcc.gov](http://fcc.gov/Download/fcc.gov)). Even with these laws in place, the United States is the highest developed country for teen pregnancy rates as discussed earlier this semester. What about countries who have less stringent laws in place regarding media and sex? In Brazil, there is easy access to pornography and high sexual content on TV. It is the largest country in South America and has a very rich and very poor range of citizens with an ever-widening gap. In addition, it has several factors that serve to reduce teen pregnancy - religion and family planning – however, teen pregnancy still occurs. We are going to learn a little more about Brazil and read a vignette on two young teens. Once you have read the information, answer the question provided below.

- Do you think the characters in the vignette were more vulnerable to early sexual activity due to media? Reflect on your readings and share why you think this is or is not true?
6. Continue writing the International Perspective Paper due week 14.

Week 14: A Global Snapshot of Adolescent Pregnancy

Objectives:

- Differentiate between adolescent pregnancy rates worldwide.
- Examine the social, cultural, spiritual, and political differences in these countries and how they contribute to adolescent pregnancy.
- Determine what might attribute to the differences in adolescent pregnancy rates between the United States and other developed countries.
- Evaluate the possible causes for the adolescent pregnancy rate drop in the United States
- Discuss the impact of adolescent pregnancy in the United States.

Tasks:

1. Read the lecture content located in the Coursework section.
2. Read Luca, Stevens, Rotz Goesling & Lutz article titled "Evaluating teen options for preventing pregnancy: Impacts and mechanisms."
3. Participate in the **Class Discussion**, answering the following questions:
 - Please reflect on and share the most important thing(s) you learned from this course.
 - What are you taking away about adolescent pregnancy and parenting that you did not know before?
 - What takeaways will be most useful for you in your professional future?
4. **International Perspective Paper is due.** Submit to the dropbox located in the Checkpoint area.

Finals Week: Course Wrap-Up and Final Exam

Tasks: **Final exam due xxx by 11:59 p.m.** This exam covers weeks 7-14.

METHOD OF EVALUATION BY STUDENTS

Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Survey of Student Learning Evaluation (SSLE).

COLLEGE INCOMPLETE POLICY

"I" (Incomplete) course grades will be considered only in relation to emergency and/or hardship situations, and a request for such a grade option must be discussed with the instructor prior to final exam week. A deadline date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all

academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

ARTIFICIAL INTELLIGENCE & ACADEMIC INTEGRITY

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

RELIGIOUS ACCOMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course.

Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

DISABILITY SERVICES (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations (slds@osu.edu; <https://slds.osu.edu/>; 098 Baker Hall, 113 W. 12th Ave; 614-292-3307

INTELLECTUAL DIVERSITY

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

GRIEVANCES AND SOLVING PROBLEMS

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

CREATING AN ENVIRONMENT FREE FROM HARASSMENT, DISCRIMINATION, & SEXUAL MISCONDUCT

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at civlrights.osu.edu
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

MENTAL HEALTH SERVICES

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Yountkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

MILITARY-CONNECTED STUDENTS

The Military and Veterans Services (MVS) Office offers a wide range of resources for military-connected students. Whether using benefits or not, all military-connected students are encouraged to stop by the office to learn more about how MVS can be of support (ie. information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive orders during the semester or know of classes that will be missed due to service commitments, please reach out as soon as possible to make any necessary arrangements. **MVS contact information:** milvets@osu.edu; 614-247-VETS; <http://veterans.osu.edu/>; 185 Student Academic Services Building, 281 W. Lane Avenue.

RECOMMENDED TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)

- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help

GE Health & Wellbeing Theme course submission worksheet: Social Work 3597

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of this Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing). In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Social Work 3597 fits within the Health and Wellness theme by providing a comprehensive understanding of the biological, psychosocial, and cultural influences on adolescent sexual health, sexuality and family formation. The course emphasizes international comparisons of teenage sexual trends and examines national policies and programs aimed at managing adolescent and young adult sexual behaviors and fertility, thereby addressing critical aspects of health and wellness.

Connect this course to the Goals and ELOs shared by all Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings,

lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 1.1 Engage in critical and logical thinking.

This course fosters advanced critical and logical thinking through discussion posts and two written assignments, enabling students to develop sensitivity to ethnic, cultural, religious, and family influences on adolescent sexual behavior. Discussion posts engage students in synthetic analysis by examining vignettes of teen pregnancy cases from different countries, responding to videos on global sex education approaches, and critically analyzing diverse media portrayals of sex and sexuality. The Movie Review assignment requires students to deeply engage with the subject matter by analyzing the impact of teen pregnancy on the mother and child from various cultural and value-based perspectives, and by developing an awareness of available resources. The International Perspective Paper involves researching current articles on a chosen country to investigate and analyze major issues, policies, and program trends related to adolescent sexuality, emphasizing reliance on research and cutting-edge findings. Finally, students will complete a midterm and a final exam in which they demonstrate comprehension of the course readings and materials.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

The course aims to cultivate an advanced, in-depth understanding of the value assumptions and objectives underlying programs and governmental policies related to teenage sexual health, sexuality, and parenthood. Students will engage with various source materials concerning teenage sexual health, sexuality, and parenthood data in the United States and globally.

Students will participate in advanced scholarly exploration through required readings and the final assignment. Each week, in addition to textbook readings, a peer-reviewed article will be included. Discussion posts will require a deep scholarly examination of thematic topics; for example, one discussion post will require students to provide three takeaways from the article "Economic Necessity or Noble Cause? A Qualitative Study Exploring Motivations for Gestational Surrogacy in Gujarat, India."

The final written assignment, the International Perspectives Paper, will require students to research current articles on a chosen country to investigate major issues, policies, and program trends

related to topics such as birth control, abortion, adolescent pregnancy, sexually transmitted infections, gender identity, or other approved topics. For this paper, students must identify five article sourced from at least two different fields , with at least four being peer-reviewed. Additionally, they will critically examine various approaches to social service and health programs for their chosen topic from cultural, socio-economic, and political contexts, engaging in an advanced, in-depth scholarly exploration of these health and wellbeing issues.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Students will identify, describe, and synthesize approaches and experiences related to teenage sexuality and parenthood through various course materials, including the textbook "Sexuality Now: Embracing Diversity" by Carroll (2019), videos, graphs, websites, and articles. Topics covered include sexual development theories (e.g., Kinsey, Freud), anatomy, pregnancy health and risks, and LGBTQ+ policies.

Discussion posts will require students to integrate course content with their experiences, such as analyzing international teen pregnancy cases and sex education approaches. The Movie Review assignment will assess the impact of teen pregnancy on mother and child from diverse cultural and value perspectives.

The International Perspectives Paper will involve researching and analyzing issues, policies, and program trends related to topics like birth control, abortion, adolescent pregnancy, STIs, or gender identity. Students must examine sources from at least two different disciplines and use at least five sources, with four being peer-reviewed, to critically assess social service and health programs from various contexts. These activities will enable students to meet ELO 2.1 by identifying, describing, and synthesizing approaches and experiences in health and wellbeing.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course aims to develop students' sense of self as learners by engaging them in reflection, self-assessment, and creative work, building on prior experiences to tackle new and challenging contexts. Students will learn about social programs and governmental resources in the United States and other nations that address the problems and consequences of teenage sexual behavior. Additionally, they will become knowledgeable about various sources of information concerning teenage sexual and parenthood data in both domestic and international settings.

Weekly online discussions and peer response posts provide opportunities for students to self-reflect and share creative feedback with peers regarding source materials and data from the U.S. and across the globe. For example, students will explore past cultural and religious beliefs about sex and their impact on today's society. These activities encourage students to integrate their academic knowledge with out-of-classroom experiences and cross-disciplinary insights, connecting their current studies with work they have done in previous classes and will do in the future.

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. This course explores and analyzes health and wellbeing through multiple perspectives by integrating a comprehensive curriculum on teenage sexual behavior and its consequences. Students examine the role of various media in shaping sexual expectations and activities among adolescents, understanding psychological and sociocultural theories that explain media influence. They analyze how socio-economic factors impact health and wellbeing by learning about social programs and governmental resources. Detailed information on STI symptoms and birth control effectiveness provides a scientific basis for reproductive health decisions. Historical analysis of past cultural and religious beliefs about sex offers context for current attitudes and practices. Cultural traditions and practices influencing sexual behavior are explored to understand diverse societal approaches to sexual health. The impact of technological advancements, such as social media and online platforms, on adolescent sexual behavior is examined. The course addresses laws and policies related to child sexual abuse and online sexual solicitation of minors, fostering a critical examination of policy effectiveness. Weekly discussions and peer responses allow students to reflect on their own experiences, connecting academic knowledge with lived experiences. This multifaceted approach ensures students explore and analyze health and wellbeing from a broad range of perspectives, promoting a holistic understanding of the factors shaping adolescent sexual health.

The International Perspectives Paper requires students to research and critically assess adolescent sexual health issues, policies, and program trends in a chosen country using sources from multiple disciplines. This multidisciplinary approach ensures a comprehensive understanding of health and wellbeing from various disciplinary viewpoints.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being. This course enables students to identify, reflect on, and apply strategies for promoting health and well-being by focusing on a course goal of respecting privacy, autonomy, and individuality, which contribute to adolescent self-empowerment and achieving maximum life potential. Through the final International Perspectives Paper, students research a specific issue, reflect on the available programs and services, and apply their recommendations to enhance resilience and well-being in their chosen population.